



RethinkEd



Check-In/ Check-Out:

Implementing an Evidence-Based
Tier 2 Intervention

Check-In/Check-Out: A Tier 2 Intervention

What is CICO?

Check-in/Check-Out (CICO) is an evidence-based Tier 2 intervention that is simple to use, reinforces targeted behaviors and builds student-adult relationships and student connectedness.

CICO is most effective with students whose function of behavior has been identified as **seeking attention and connection**, seeking sensory input or an activity.

Behaviors commonly targeted are **low-level disruptions, executive functioning or social skill challenges** such as talking out, being off-task, lack of adult connection, time and stress management, social awareness or social interaction challenges, or difficulties with independent work completion.

How Does CICO Work?

CICO sets a student up for success by teaching and reinforcing positive behaviors and forming connections with staff through frequent positive interactions and feedback. The use of process praise and behavior specific feedback helps students connect expected tasks/behavior with positive social and wellness skills as well as gives students ownership and problem-solving capacity.

Daily CICO Process:

- a. **Daily Check-In:** Student checks in with their mentor to connect and review their behavior goals in the morning upon arriving at school.
- b. **Teacher Feedback:** Teacher provides positive and constructive feedback relative to the student's behavior goals.

c. **Daily Check-Out:** Student meets with mentor at the end of the day to connect and discuss performance.

d. **Family Involvement:** When appropriate, the student takes their progress report home to review with their parents.

CICO adaptations for Middle/High School students: Consider using CICO to teach executive functioning skills, in addition to social behaviors, such as how to develop a goal, managing time and planning for check-ins and check-outs, tracking progress and decision-making.

General Implementation Process:

1. **Introduce CICO to the student and family.**

2. **Choose an Adult CICO Mentor who is not the student's teacher.**

3. **Define targeted behaviors and goals.**

a. Allow students to self-identify any growth areas for behavior, guiding the student's initial goals.

b. Ensure students experience early success with CICO to encourage continued participation.

4. **Develop a daily progress report.**

a. A daily progress report is the primary method for monitoring student response to the CICO intervention (e.g. paper point cards or an electronic form).

b. Progress report should include common language linked to schoolwide expectations, 1-2 positively defined targeted behavior(s), and a place to record successes (not negative comments).

5. Determine feedback and reinforcement.

- a. Use behavior-specific feedback and process praise, which emphasizes the work, effort, or actions of the student that contributed to the success of the task.
- b. Positive feedback may also be paired with earning incentives both at school and home for meeting specified goals.

6. Implement the Daily CICO Process.

- a. Implement consistently for six to eight weeks or until the goal is met.

7. Progress Monitor: Collect Data.

- a. Data should be reviewed regularly to monitor student progress and determine response to the CICO intervention through a manual or electronic data tracking system.



CICO DAILY CYCLE



Checklist for CICO Mentors



Greet student upon arrival.



Check for emotional/mental readiness and materials.



Remind student of daily goal(s).



Provide behavior-specific feedback.



Review strategies to reach goal.



Remind student to share CICO form with parent.



Record data from CICO form to track progress.

CICO DAILY CYCLE



Checklist for Students



Check in with CICO Mentor in the morning.



Review daily goals.



Use your strategies.



Give classroom teacher the CICO form.



Check out with CICO Mentor at the end of the day.



Take CICO form home to parents.

Courageous Cougars

Week of: October 7th

Daily Goal: 11

Name: Oscar

Target Behaviors	Day of the Week	Science	Reading	Math	Other	Language Arts	Specials	Specials
<i>I showed responsibility by completing my work during independent work time.</i>	Monday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Thursday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Notes:

Hi Oscar - Thank you for coming to see me today. You met your goal today for work completion during independent time! How do you feel about meeting your goal? It looks like you completed all your independent work today in reading! Tell me more about that. How can we help you with this in other subjects?

Weekly Points Earned: 11

Goal Met?

YES

NOT YET

Week of: _____

Daily Goal: _____

Name: _____

Target Behaviors	Day of the Week	Science	Reading	Math	Other	Language Arts	Specials	Specials
	Monday							
	Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Thursday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
	Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Notes:

Weekly Points Earned: _____

Goal Met?

YES

NOT YET



Check-In/Check-Out with Mid-day Check-In

Name:

Date:

Morning Goal:

Afternoon Goal:

I earned:

I earned:

Three things I did really well today were:



Something I will work on tomorrow is:



Parent/Guardian Signature:


Student Signature:

FIDELITY OF INTERVENTIONS

FIDELITY CHECK AND SOLUTIONS

Check-In/Check-Out (CICO)

IF NOT, CONSIDER THESE FACTORS	
✓ Student checks in/out with CICO mentor	<ul style="list-style-type: none">• Does the student connect with the CICO mentor?• Consider scheduling: does the student feel rushed or embarrassed to enter or leave class for CICO?
✓ Student carries point card to class	<ul style="list-style-type: none">• Give point card directly to teacher.• Attach point card to student's notebook or folder• Develop an electronic point card to place on student's computer or use a QR code to access a tracking system
✓ Student is motivated	<ul style="list-style-type: none">• Identify motivating reinforcers• Increase frequency of reinforcement• Make connections to intrinsic motivation• Include self-monitoring
✓ Student demonstrated appropriate behavior between "point" times	<ul style="list-style-type: none">• Adjust frequency of checks throughout the day (when they earn points): By subject, class, transition times, hourly or less frequently• Increase prompts
✓ Feedback is given regularly by teacher to promote growth	<ul style="list-style-type: none">• Increase behavior specific feedback• Provide reminder card with feedback prompts to staff



Learn how Check-In/Check-Out (CICO) promotes positive behavior for your students.

[Learn More](#)

About Us

RethinkEd combines the power of technology and research to deliver innovative, scalable, and evidence-based instructional materials and supports for all learners and educators, including those with disabilities. The comprehensive suite of tools ensures that every student develops the academic, behavioral, and social/emotional skills they need to succeed in school, at work, and in life. RethinkEd positions educators, students, and families for success.

Get in Touch

info@rethinked.com

(877)988-8871

49 W. 27th Street, 8th Floor

New York, NY 10001



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www.rethinked.com